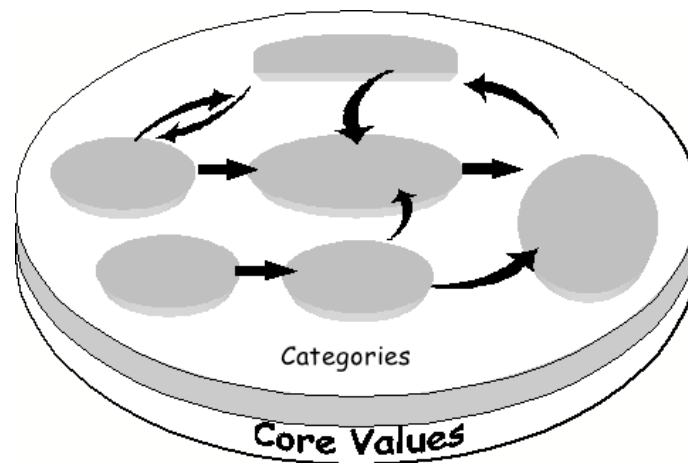




Glenbard High School District 87 System Assessment Feedback Report

The following system assessment feedback report was developed for Glenbard High School District 87 by the System Assessment Review Team of the Consortium for Educational Change.

Using the best practice criteria of a correlation between the Baldrige Education Criteria, the Characteristics of Professional Learning Communities, and the Correlates of Effective Schools as a lens, the System Assessment Review Team reviewed information provided by the district and interviewed administrators, faculty, staff, students, and parents in order to identify strengths and opportunities for system improvement.



This feedback report was developed by reflecting on the indicators described on the next few pages. It is a response to written information provided by the school as well as from information gathered from interviews. It is not intended to represent the perspective of all school administrators, faculty, staff, students, and parents. Its accuracy is dependent on the information presented and discussed.

Correlation Among Continuous Improvement Frameworks		
Baldrige Performance Excellence Criteria	Correlates of Effective Schools	Professional Learning Community Characteristics
<ul style="list-style-type: none"> ▪ Leadership ▪ Collaborative Relationships/Structures ▪ Communication 	<ul style="list-style-type: none"> ▪ Instructional Leadership ▪ Roles and Responsibilities ▪ Enhanced Communication 	<ul style="list-style-type: none"> ▪ Mission/ Shared Vision/ Shared Values ▪ Communication
<ul style="list-style-type: none"> ▪ Strategic Planning ▪ SMART Goals/ Indicators/ Measures/ Targets ▪ Aligned Performance Appraisal 	<ul style="list-style-type: none"> ▪ Focused Mission/Goals/ Action Plans 	<ul style="list-style-type: none"> ▪ Goals
<ul style="list-style-type: none"> ▪ Student and Parent Focus ▪ Requirements ▪ Expectations ▪ Satisfaction 	<ul style="list-style-type: none"> ▪ High Expectations for ALL ▪ Home School Relations 	<ul style="list-style-type: none"> ▪ Clarify What Students Must Know and Be Able to Do ▪ Creating a Focus on Results that Impacts Schools, Teams, and Teachers
<ul style="list-style-type: none"> ▪ Data, Information and Analysis ▪ Student Responsibility for Learning 	<ul style="list-style-type: none"> ▪ Frequent Monitoring of Progress ▪ Use of Data 	<ul style="list-style-type: none"> ▪ Assessing Whether Students Have Learned the Essential Curriculum
<ul style="list-style-type: none"> ▪ Staff Focus ▪ Knowledge, Skills ▪ Professional Development 	<ul style="list-style-type: none"> ▪ Safe, Orderly, Complete Environment for Learning 	<ul style="list-style-type: none"> ▪ Collaborative Teams of Teachers Focus on issues that Impacts Student Learning
<ul style="list-style-type: none"> ▪ Process Management ▪ Focus on Learning ▪ Systematic Processes ▪ Plan-Do-Study-Act 	<ul style="list-style-type: none"> ▪ Opportunities to Learn/ Time on Task/ Strategies/ Interventions 	<ul style="list-style-type: none"> ▪ Systematic Intervention Ensure Student Receive Time and Support for Learning
<ul style="list-style-type: none"> ▪ Performance Results 	<ul style="list-style-type: none"> ▪ Frequent Monitoring of Progress 	<ul style="list-style-type: none"> ▪ A Focus On Results

Aligned to the “Correlation Among Continuous Improvement Frameworks,” CEC developed a vision for a high performing organization.

Component	Operational Definition	Indicators
Shared Leadership	From broad and deep participation of all stakeholder groups, the organization clearly sets and communicates direction.	1.1 Vision, mission, values, and goals are developed. 1.2 Leaders’ behaviors and actions support the vision, mission, values, and goals. 1.3 Collaboration and communication structures are in place. 1.4 Progress is viewed, monitored, and reported.
Strategic Planning	The planning process translates needs and requirements into actions.	2.1 Goals are aligned to needs and requirements. 2.2 Goals are specific, measurable, aligned, results-oriented and timely. 2.3 Performance goals support organizational goals through action/ improvement plans.
Student, Parent, and Community Needs/ Requirements	The organization defines the needs and requirements of students, parents, and community and translates them into clear expectations.	3.1 Needs/requirements are prioritized and addressed. 3.2 Learning expectations are explicit. 3.3 Positive relationships are systematically fostered through communication and collaboration. 3.4 Student, parent, community satisfaction is regularly monitored and reported. 3.5 Student, parents, and community contributions are recognized and celebrated. 3.6 The environment promotes personal growth and high performance.

Data Collection, Analysis, and Use	Systematic data collection informs decision- making. (achievement, financial, satisfaction, efficiency)	<p>4.1 Systematically identify and collect key data sources that are aligned to goals and priorities.</p> <p>4.2 Uses key data to guide improvement efforts.</p> <p>4.3 Compares key data to both similar and high performing organizations to guide improvement efforts.</p> <p>4.4 Data is accessible and shared broadly and deeply.</p> <p>4.5 Learners are responsible for data collection and analysis.</p>
Staff Needs/ Requirements	The organization defines the needs and requirements of all staff.	<p>5.1 Needs and requirements are prioritized and addressed.</p> <p>5.2 Performance expectations are explicit.</p> <p>5.3 Work is organized to promote collaboration and team learning.</p> <p>5.4 Staff satisfaction is regularly monitored and reported.</p> <p>5.5 Staff contributions are recognized and celebrated.</p> <p>5.6 The environment promotes personal and professional growth and high performance.</p>
Improvement Processes	Teaching and learning processes are designed, implemented, and improved.	<p>6.1 Continuously improves the systematic processes that define how the organization does its work.</p> <p>6.2 Continuously improves the systematic processes that define how an individual does his/her work.</p> <p>6.3 Provides support and resources to intervene when learning is not successful.</p> <p>6.4 Ensures a focus on learning rather than teaching.</p>
Results	Results are improving over time.	<p>7.1 Performance results are improving compared to the past.</p> <p>7.2 Results are improving compared to similar and high performing organizations.</p>

SYSTEM ASSESSMENT SUMMARY OF ACTIVITIES:

The district first completed a self-assessment. The district presented data and information in response to questions aligned to the framework and vision. The district presented its best attempt to describe the “AS IS” state.

The Review Team examined the information and data prior to the site visit. They developed a list of questions to explore as part of the site visit.

The Review Team interviewed all stakeholder groups.

On the first day the team interviewed:

- Superintendent
- Central Office Cabinet members
- Board Member
- Association Members
- Parent Leaders
- Principals

On the second day, the team interviewed:

- Students
- Teachers- Classroom and Special Areas
- Support Staff
- Parents
- Department Chairs/ Instructional Councils
- Principals/Deans/Assistant Principals

Schedules were set by the district with the guidelines that representatives interviewed should reflect demographics of the system.

Following interviews, the team reviewed its findings and prepared an oral report to give the district a preview of overall strengths and opportunities for improvement aligned to the framework and vision.

The week following the visit, the team communicated electronically to prepare the final written feedback report. This final report was sent to the district within seven days of the visit.

CEC is available to assist the school in any way it chooses to follow up with suggested next steps. The district has committed to use the information to update its improvement plans. It also has committed to allow at least one staff member to serve on a Review Team for another system assessment visit.

System Assessment team members included:

Team Member	Position	Team Member	Organization	Position	Team Member	Organization	Position	Organization
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Laura Hirsch		Assistant Superintendent of Curriculum and Instruction			Crete Monee School District 201u			
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Sara Kleinschmidt		Math Department Chair			Olympia Unit School District			
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Ruth McCartney	Assistant High School Principal/ Dean of Students	Olympia Unit School District ruth.mccartney@olympia.org
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SUMMARY OF OVERALL STRENGTHS

From among all of the strengths within each category and for all core values, the assessment team finds these strengths to be highest in priority. It is hoped that recognizing and celebrating these strengths will showcase past investment of resources in improving performance results.

- + The superintendent and board are committed to a continuous improvement process. The school district was open to an external system assessment visit as a way to look at ways to celebrate strengths and identify areas of improvement.
- + Information regarding the four district goals is communicated regularly to staff through staff meetings, instructional department chairs, and written communications from the district.
- + Cabinet and building principal performance goals are aligned to the four district goals.
- + School improvement planning is a systematic process that engaged all schools in determining expectations for SIP work. The Regional Office of Education assisted the district with the development and deployment of a consistent process.
- + The Danielson Framework for Teaching provides clear expectations for staff performance. The evaluation tools are viewed as a positive by the staff. The teacher evaluation process is endorsed by GEA and administration. The teacher evaluation process affords opportunities for goal setting.
- + The district has established structures with the potential to provide for collaboration in decision making. Some include Cabinet, Administrative Council, BOE President/GEA/ASCFME President /Superintendent meetings, Assistant Principal meetings with central office leaders, a Citizens Advisory Council in each building, Instructional Councils, and school improvement teams.
- + Students interviewed reported satisfaction with personnel in their school. Students reported they enjoy coming to school. Students reported they feel prepared for post secondary education or work after high school.
- + Parents interviewed reported satisfaction with personnel in their school. Parents are well

satisfied with the quality of education their students are receiving.

- + Parents expressed concern over current boundary lines that create inequities among the schools.
- + The district has developed some unique programs to respond to the individual learning needs of students as well as extracurricular programs that appeal to a variety of student interests and extended learning. Intervention opportunities provide extra time and support for learning.
- + The district uses Power School as a student information system. In addition it uses locally created databases to analyze student failures, PSAE and Advanced Placement data.
- + Students have access to their own grades in Power School and will have access to their own assessment scores in Inform. Parents have access to their own student's grades in Power School and will have access to their own student's assessment scores in Inform.
- + The new part-time Data and Research Analyst position was created to assist schools with data collection and analysis.
- + The district improved its State Financial Profile status from "Review" to "Recognition", the highest designation.
- + Building staff report there is a supportive work environment among their colleagues. There is a high degree of respect for one another.
- + Informal networking is happening among APO's, API's, Principals, Department Chairs, etc.
- + The district has created a curriculum review cycle to set clear expectations for course outcomes from school to school and teacher to teacher.
- + There are improvements being made in the articulation efforts of the district with its sender elementary systems.
- + The Understanding by Design model of curriculum review was followed in the 9th grade review cycle.

SUMMARY OF OVERALL OPPORTUNITIES FOR IMPROVEMENT

From among all of the opportunities for improvement within each category and for all core values, the assessment team finds these opportunities to be highest in priority. It is hoped that addressing these opportunities will yield a high future return on investment of resources in improving performance results.

- △ There is little ownership on the part of stakeholders with regard to the current mission, beliefs, and goals. The goals were formulated by district administration and supported by the board. Goals were developed with little or no input from stakeholders outside the district office. There is confusion among stakeholders between strategic objectives, curriculum articulation goals, board goals and initiatives. The four district goals are not all stated in measurable terms.
- △ There are too many initiatives in the district. There is a lack of focus on priorities. Staff does not see the “Big Picture” or hold a clear vision about where the district is headed. They do not see the interrelationships among district initiatives and the connections to the four goals.
- △ There has been a history of site based decision making with little attention given to what all schools need to do well together. There is a system of schools rather than a school system. The relationship is unclear between input and decision making with regard to stakeholders outside of the district office. Stakeholders feel that decision making is not shared and is top down. There is not a systematic process in place to allow collaboration among schools and the district office to define what all schools need to do well together.
- △ Communication systems are one way and lack a feedback loop between the district office and the schools and between the district office and the community. Staff reports reluctance in giving their opinions as they feel the district does not want to hear opinions that differ from those of district administrators.

- △ There is not a clear system in place to prioritize staff needs and requirements. Building staff do not feel listened to in regard to district decisions. Building staff report they do not always receive the rationale for district decisions especially when those decisions differ from their input. The links between department chairs, building administrators and district administrators are weak in terms of decision making. Roles and responsibilities are not clear and consistent.
- △ The district has not formally identified its “Indicators of Success”. Current indicators are not widely known. There are no clear targets for all district goals.
- △ There is no assessment data to show how students are doing in relation to the CORE objectives of each course. There is a lack of a systematic process to hold all staff accountable for curriculum expectations.
- △ There does not appear to be district expectations around data collection and analysis.
- △ Data that is being shared with schools is not accompanied with training for staff to know how the data can be used to drive instructional decisions in the classroom.
- △ There is no systematic process in place by which parents are actively engaged in the decision making process related to school and district improvement. There is no systematic process in place by which students are actively engaged in the decision making process related to school and district improvement.
- △ Significant achievement gaps for African-American, Hispanic, low income and special education students exist in both Reading and Math across the district. The district is not making Adequate Yearly Progress in reading and mathematics as defined by federal and state regulations. The federal government has identified a “District Improvement” status. The state government has identified an “Early Academic Warning” status.
- △ Based on the new five year contract with certified staff, if expenditures and revenues are maintained and sustained, the district will not be able to balance its budget into the future.
- △ The district does not have a system in place to collect, report, analyze and act on satisfaction data on a regular basis for students, parents and staff.

NEXT STEPS

While this report is not intended to be prescriptive, this section provides some suggestions for addressing key opportunities for improvement. It provides possible suggestions which could serve as next steps. The strengths and areas of opportunity are based on set criteria framed by continuous improvement research. Next Steps are framed by the experiences and opinions of the assessment team.

Glenbard High School District 87 is a high quality district with incredible students, families, and employees. There are effective systems in place within each school to ensure collaboration and communication. Results are good, but show little improvement over time. The district has a sense of urgency in that it is not meeting federal and state AYP requirements. There are ineffective systems in place among schools and between schools and the district to work together to accelerate each others actions and to meet all needs and requirements.

The System Assessment Team recommends that two important priorities might well be the place to put beginning efforts:

PRIORITY ONE: Focus on Collaboration

- √ Collaborating around the update of the strategic plan to include ownership in developing vision, mission, beliefs, and goals
- √ Collaborating around the identification of key requirements expected of all high schools.
- √ Collaborating around the sharing of best practice that allows each high school to be creative and have autonomy aligned to key district requirements.
- √ Collaborating around how to develop a two-way communication practice that provides for a feedback loop.
- √ Collaborating around how decisions are made and to identify the role and responsibilities of decision makers.
- √ Collaborating around the use of resources (people, time, money and training).

PRIORITY TWO: Focus on Results

- √ Identifying “Key Indicators” that define how the district will measure and communicate its improvement results aligned to strategic plan goals.
- √ Securing ownership and commitment to continuous improvement accountabilities at all levels.
- √ Aligning both formative and summative assessments to measure how all students are doing relative to stated key course outcomes.
- √ Assisting students in taking more responsibility for tracking and monitoring their progress by content as well as grades.
- √ Establishing district expectations and systems for data collection and analysis.
- √ Creating urgency to address achievement results that need to improve to meet AYP requirements.
- √ Aligning initiatives to goals to assist staff to seeing the relationship between new strategies initiatives and goal attainment.
- √ Assisting all stakeholders with the realization that if you want different results, you have to identify and utilize different strategies.
- √ Communicating results of the district “Key Indicators” to build trust and secure additional support in the future which will build and sustain a quality education program for ALL students.